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ABSTRACT

The System of Planned Activities in Career Education (SPACE) project was undertaken (1) to create a meaningful, cooperative effort between the area vocational technical school and the sending schools for the purpose of expanding career education to meet the needs of all children and (2) to establish a system to serve as a model for implementing career education into the existing curricula. SPACE is designed to assist each local educational agency (LEA) in developing a comprehensive instructional system to facilitate career development for all students without the massive infusion of new funds. In serving as a model for school districts, the SPACE program provides guidelines in adopting five models: (1) Conceptual Model (continuous program appraisal and adjustment), (2) Comprehensive K-12 Model (school-based model sequenced in three phases), (3) Educational Model (conceptual framework for developing sets of learning experiences), (4) Curriculum Implementation Model (simplified systems for program delivery), and (5) Model for Career Development Learning Units (triad approach). (This report includes figure representations of the five models as well as a model of child development; evaluation questions; plans of project activities for five years and one year; position descriptions for a district director of career education, a district management team, and a career education specialist; and a glossary of terms.) (EM)

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SYSTEM OF PLANNED ACTIVITIES IN CAREER EDUCATION

PROGRAM DESIGN

FOR

CENTRAL MONTGOMERY COUNTY, PENNSYLVANIA

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Stephen P. Gallagher
Career Education Specialist
(215) 277-2301

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TABLE OF CONTENT

Project Purpose..... 1

Goals and Objectives..... 5

Rationale..... 6

Project Description.....12

Product.....23

Evaluation.....25

Five Year Plan.....26

Short Range Plan.....29

Position Description.....34

Glossary.....38

Appendices.....42

PROJECT PURPOSE

The System of Planned Activities in Career Education Model (SPACE) was developed in order to create a meaningful cocperative effort between the Central Montgomery County A.V.T.S. and the sending school districts of Norristown, Colonial, and Upper Merion as well as the parochial schools of Archbishop Kennedy High School and Bishop Kenrick High School. The SPACE Project processes are designed to sequentially move the local educational agency (LEA) towards the implementation of a comprehensive career education program.

Former President Gerald Ford, in his Ohio State University speech of August 1974, said "The time has come for a fusion of the realitites of a work-a-day life with the teachings of academic institutions.... Let us seek a real partnership between the academic community and the rest of society" (Presidential Documents: Gerald R. Ford., Vol.10, No.35, 1974).

Pennsylvania's former Secretary of Education, John Pittenger, has commented that, "If we're going to stop just dumping kids out into a world they may or may not be ready for, we're going to have to ask schools to change in three important ways:

1. Broader range of real world experiences.
2. Alter programs so students learn by doing.
3. Measure progress in terms of competencies.

("Pennsylvania Education"
April 18, 1975)

In seeking a viable strategy for improving student achievement without the massive infusion of new funds, the Pennsylvania State Board of Education adopted a statement of policy on January 16, 1976. The strategy requires two things: redefining the curriculum in terms of the actual skills which we expect children and young people to achieve, and then marshalling the resources of the entire community in the development of those skills. This strategy is known as "community learning" ("Toward the Development of Survival Skills for Pennsylvania Youth" Policy Paper State Board of Education, January 16, 1976).

The implementation of these strategies has grown to be known as "Project 81" which is the Pennsylvania Department of Education's top priority for the next five years. "Project 81's goals are:

1. to define the skills, knowledge and abilities young people need to cope with the demands of adult life.
2. to include people from the community as active participants in the educational system.

3. to make sure students are actually prepared for the world beyond graduation.

("Project 81 Newsletter", March-April, 1977 Vol.1 No.1).

Once again in March, 1977 the State Board of Education endorsed "Community Education" by encouraging all public school systems to adopt the community education concept as a process that can benefit both the community and the school system (Basic Education Circular" 19-77 "Commonwealth of Pennsylvania, May 19, 1977).

The System of Planned Activities in Career Education will enable each local educational agency (LEA) to develop career education components for infusion into existing curriculum. Since one of the LEA's, Upper Merion, was chosen as a pilot site for "Project 81", and two others. Norristown, and Colonial, were chosen as alternate sites, we will be working very closely with "Project 81" staff. While the pilot districts will work on redefining the goals of education, revising school programs to reflect new goals, and setting new requirements for graduating students; the SPACE Project addresses the need for a systematic, logical rational process of designing, a new system of education which will lead to career development for all individuals. The philosophical foundations

are closely aligned with those of Community Learning and Community Education and the SPACE Project goals will directly complement those of "Project 81".

GOALS AND OBJECTIVES OF PROJECT

Two specific goals were set for the project:

1. To create a meaningful, cooperative effort between the area vocational technical school and the sending schools in the Central Montgomery County School Area for the purpose of expanding career education to meet the needs of all children.

2. To establish a system to serve as a model for implementing career education into the existing curricula.

Three major objectives of this project are to assist Local Educational Agency in:

(1) Determining institutional and student career education needs.

(2) Developing the needed competencies and skills for teachers, administrators, support staff and guidance personnel.

(3) Addressing the tasks necessary for implementing instructional approaches at selected grade level and subject area clusters.

RATIONALE

Underlying the Central Montgomery County System of Planned Activities in Career Education (SPACE) is the basic philosophy that the individual, as he progresses through his years of schooling, should be exposed to a broad variety of educational experiences drawn from the world of work. It might well be the main purpose of education to provide conditions under which each child will identify and find satisfaction through a chosen field or fields of work. Each child takes pride in accomplishment and has a sense of integrity about his work, regardless of the actual level of work produced (Feldman, 1976). It is further assumed that youth must be assisted in systematic ways to develop career/vocational behavior and a personal vision of life goals instead of assuming that these will be obtained at random. Through career development we refer to the process of unfolding in the direction of vocational, social and personal maturity.

The philosophy of the SPACE Program is in accordance with current research in career education. The U.S. Director of Career Education, Dr. Kenneth Hoyt (1972) has described career education as the total effort of public education and the community aimed at helping <u>all</u> individuals to become familiar with the values of a work-oriented society; to inte-

grate these values into their lives in such a way that work becomes possible, meaningful and satisfying to each individual. Career education should neither deny intellectual achievement nor negate manual skills. It is designed to be neither college preparatory nor vocational education, yet it involves both. Since both one's career and one's education extend from the pre-school through the retirement years, career education should become part of the student's curriculum from the moment he enters school. Career education is phased into every subject for every student--not in separate classes for just those who are "going to work" (Hoyt and Evans, 1972).

Current criticism of the educational system has indicated a need to change and career education has emerged as the most promising vehicle for educational reform. Roman Pucinski, as Chairman of the Education Subcommittee of the House of Representatives, stated why change is so badly needed:

> "The most glaring deficiency in American education can be stated quite simply: Its content for the most part is empty, dull, and meaningless to students; too often, it has no immediate

relationship to the adult world they will face; and in too many cases it lacks humanness" (Pucinski, 1971).

Schrag (1970) stated: "... the most successful motivating device may simply be the sense that one has chosen what he wants to learn and under what conditions" (Schrag, P.,1970.p.94). Career education requires the integration of all our educational resources. If education is to regain the confidence of the taxpayer, it must produce results that make sense to people. In the 8th Annual (1976) Gallup Poll, 80% responded that more emphasis should be given to careers on the high school level and 52% said more information about jobs and careers should be given in elementary schools. The public's subconscious demand is another matter altogether. It is a demand that education be made more relevant to the achievement of a good life (Nation Policy on Career Education, 1974). If we can prepare young people for viable careers, and if we can show them just how their schooling does prepare them for the future, we will have better motivated students who will grow into better adjusted adults (Association for Supervision and Curriculum Development, 1969).

Career education can provide such a link between abstract learning and the real world of needs and applications.

A career education system draws heavily from research in child development, learning theory, and vocational psychology. Recent theories view vocational behavior as a continuing, fluid process of growth and learning and they attach considerable importance to individual self-concept(s), developmental experiences, personal history, and psycho-social environment of the individual as major determinants of the process (Herr and Cramer, 1972).

We assume that the principles of development apply to a fairly broad range of developmental phenomena. The child is seen as proceeding through a series of qualitatively distinct stages, each of which provides powerful rules for interpreting reality and guiding behavior. The rate at which one passes through the stages may vary, but the sequence is not subject to variation. Progressive development can be described in directional terms, as proceeding from the concrete to the abstract; and in short, the present treatment is seen as relevant to all forms of psycho-

ogical development, viewed structurally (Cognitive; Piaget (1932); social-emotional, Erikson (1950); vocational, Ginzberg et. al. (1951).

Our theoretical rationale is based on current vocational development theory. Super and his colleagues (Super et. al., 1957; Super et. al., 1963) stress the interaction of personal and environmental variables and the process of compromise and synthesis within which his primary construct - the development and implementation of the self-concept - operates. O'Hara (1968) viewed career development as a learning process. He reasons that changes in vocational behavior are the result of cognitive changes. The essence of his theory is that the career development of students can be facilitated by involving them in various learning situations which have occupational implications. It has been demonstrated beyond doubts that careful arrangement of environmental conditions has substantial influence on the amount and quality of learning (Skinner, 1968).

In summary, the basic career development point of view is one which stresses the importance of the self-concept. Work is a prime source of personal definition or identity (Stefflre, 1966), and it would

appear that the school could coordinate efforts with the community to provide an environment for learning that meets the expectations and goals of society including preparation for participation in the world of work. By structuring our curriculum around relevant educational goals drawn from all three learning domains - cognitive, affective, and psychomotor, there emerges a curriculum that enables the school to direct teaching strategies to the learning styles of its children. Career education is an attempt by school to give relevency to existing curriculum in order to utilize community resources so as to better meet the present and future needs of each individual.

DESCRIPTION

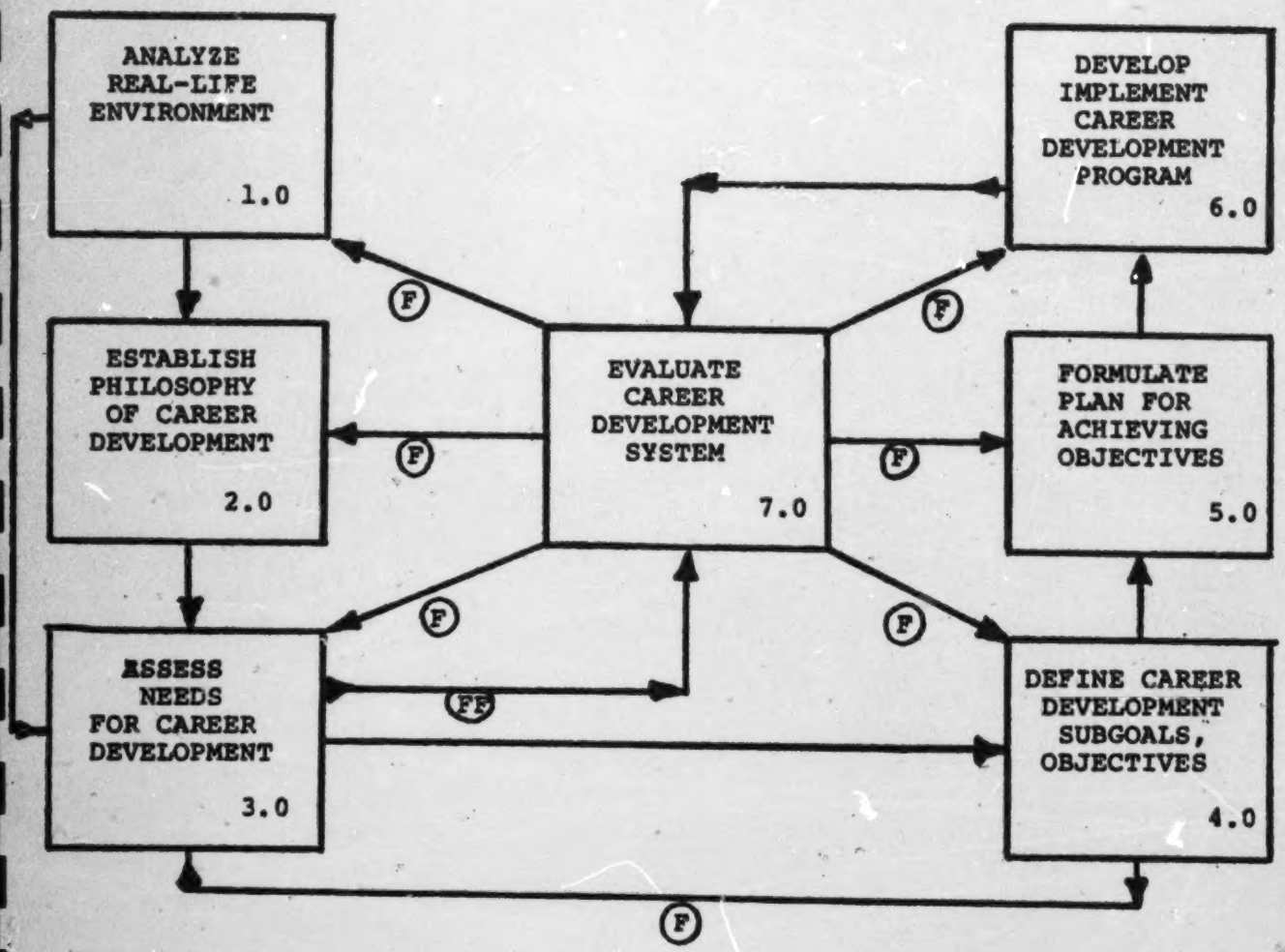
In order to facilitate a meaningful cooperative effort between the Central Montgomery County A.V.T.S. and the sending schools, the System of Planned Activities for Career Education provides the framework for a systematic approach to program delivery. To meet this need the project staff has adopted a modified version of Ryan's (1973) conceptual model. This model (Figure 1) provides staff personnel with an operational process framework for programmatic development.

The model was adopted because it is a closed-loop design which provides for continuous appraisal and adjustment. Each function has a number of supporting subfunctions or subsystems, with every function and subfunction bearing a direct relation to the operation of the total system. The functional relationship reveals feedback (F) reentering at appropriate places to exercise continuous control and guide ongoing change and adjustment within the system.

The Comprehensive Career Education Model (Figure 2) is a school-based model sequenced in three levels or phases: (1) career awareness; (2) career exploration and orientation; and (3) preparation. For each phase,

A CONCEPTUAL PARADIGM FOR CAREER EDUCATION

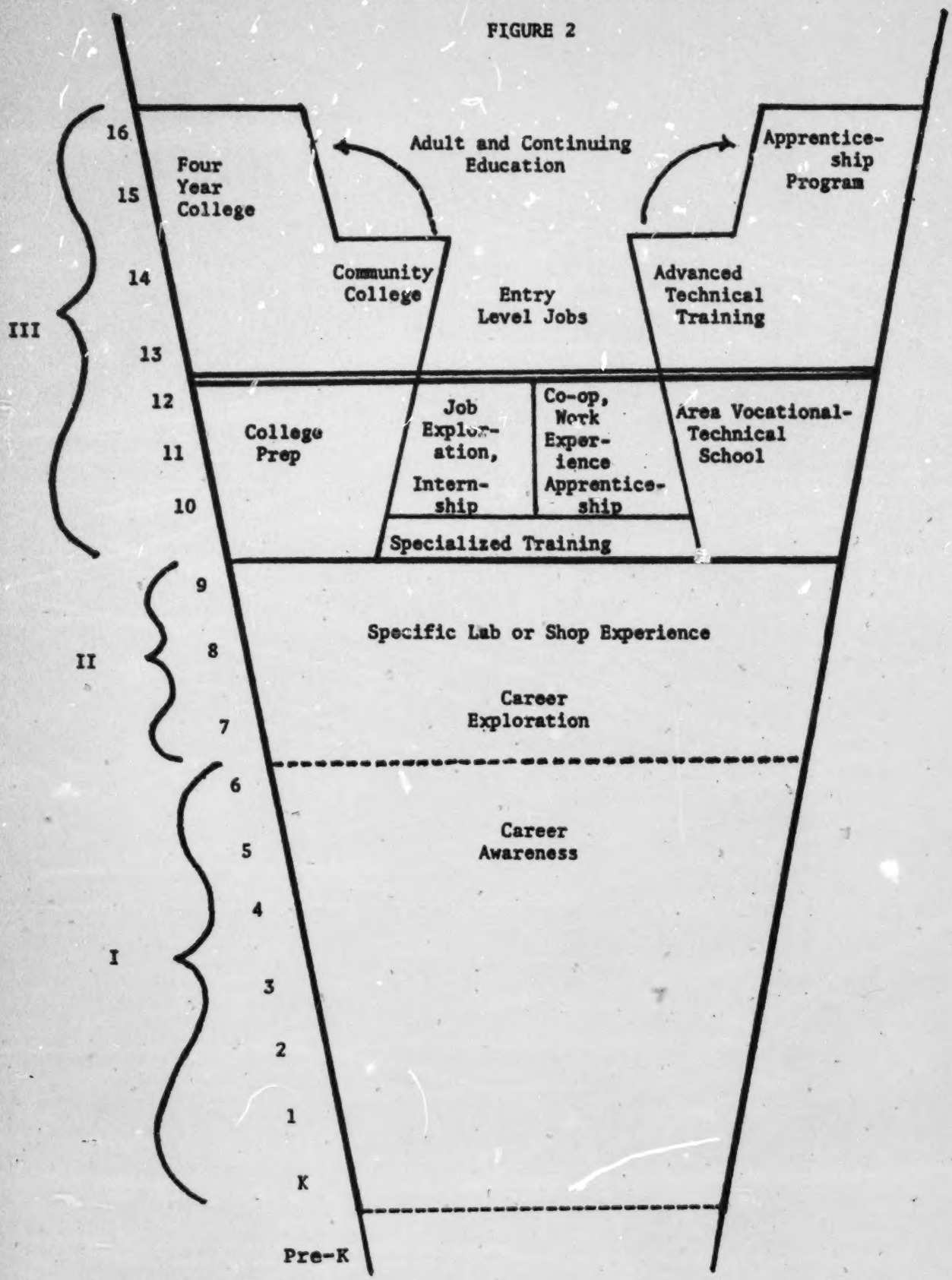
FIGURE I



Adapted from T. Anteinette Ryan's article, "A Conceptual Model of Career Development", Educational Technology, June, 1973, p. 28.

COMPREHENSIVE CAREER EDUCATION MODEL

FIGURE 2



a number of broad goals have been developed. Many of these goals are not bound by grade levels. For example, the awareness process implicit in Phase I continues through all grades. The major goals of each of the three phases follow.

PHASE I (CAREER AWARENESS)

- To develop student recognition of the personal and social significance of work.
- To help each student become aware of himself/herself as an individual and as a group member.
- To develop student awareness of many occupations and to expand the career aspirations of each student.
- To improve overall pupil performance by unifying and focusing basic subjects around a career development theme.
- To develop a positive attitude towards personal competency.
- To provide hands-on experience with tools of a variety of occupations.

PHASE II (CAREER EXPLORATION AND ORIENTATION)

- To provide experiences that will assist students in evaluating their interests, abilities, values, and needs as they relate to occupational roles.
- To explore broad sampling of occupational clusters.

PHASE II (CAREER EXPLORATION AND ORIENTATION)_
CONTINUED

- To improve the performance of students by making basic subjects more meaningful and relevant through unifying and focusing them around a career development theme.
- To provide guidance and counseling for students as they explore a variety of career clusters.
- To provide opportunities to investigate the types of work performed within the community.

PHASE III (PREPARATION)

- To provide in depth exploration and training in one occupational cluster, leaving open the option to move between clusters if desired.
- To improve the performance of students by making basic subjects more meaningful and relevant through unifying and focusing them around a career development theme.
- To provide guidance and counseling for students as they select occupational specialties.
- To provide every student with specific, intellectual and practical skills in a selected occupational cluster or specific occupation in preparation for job entry and/or further education.
- To provide intensive guidance and counseling in preparation for employment and/or further education.

PHASE III (PREPARATION) Continued-

- To provide placement services for all students upon leaving school in either;

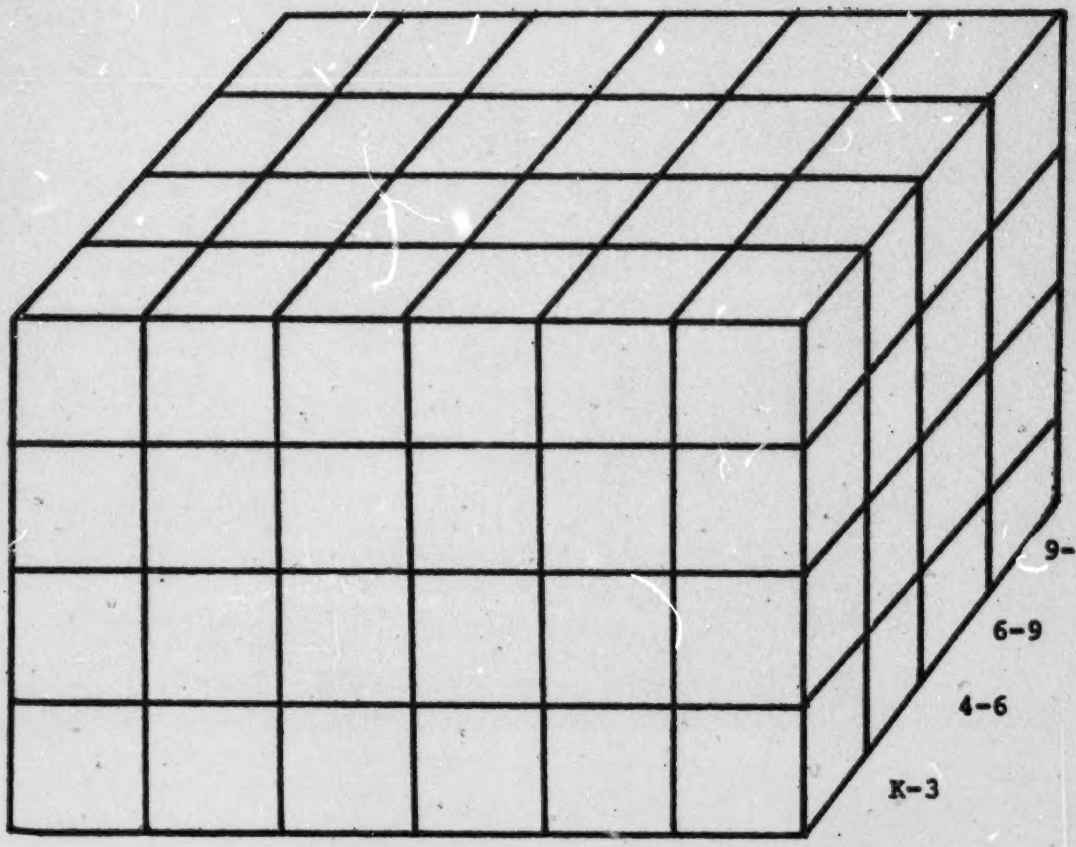
  (a) a job
  (b) a post-secondary occupational education program
  (c) a four-year college program
  (d) a two-year college program

- To maintain continuous follow-through of all drop-outs and graduates and to use the resulting information for program revisions.

The Career Development Education Model (Figure 3), designed by Pennsylvania Department of Education was adopted as a conceptual framework for developing a set of learning experiences to facilitate career development for all students. This model enables us to introduce career education throughout all grade levels by using the technique of "cross discipline planning." This approach not only helps overcome the artificial barriers between things academic and things vocational but it permits all the various curriculum areas to interact with and relate to each other in an organized way. Cross discipline planning is beneficial to students and teachers alike. Because it forces the teachers to review and audit the curriculum, it provides a flexibility that is desirable in the structured school setting (Antonellis, G. and James, G. 1973, P.9).

CAREER DEVELOPMENT
EDUCATIONAL MODEL
K-12

FIGURE 3



CAREER EDUCATION CONCERNS

On the Career Development Model (Figure 3), by looking at the intersections of the Instructional Areas with the Career Development Concerns, we can begin to identify specific competencies to be mastered at certain grade levels.

Outcomes as dealt within Pa. Guide

A. Vocabulary	I. Self
B. Knowledge	II. Education
C. Attitudes	III. Career
D. Skills	IV. Decision Making
	V. Economics
	VI. Leisure

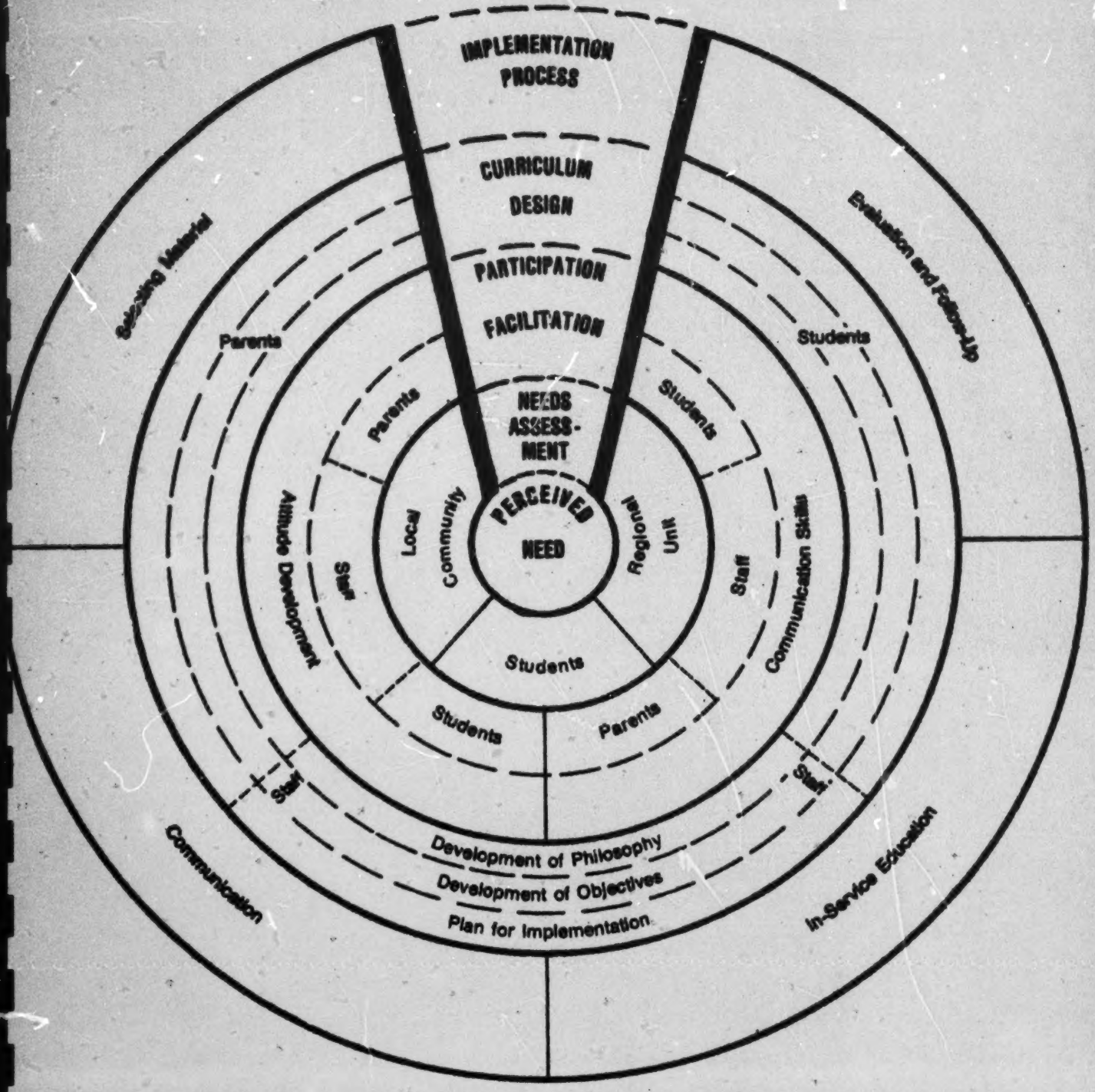
By using this model for developing instructional units we can talk about ideas such as (B-I) knowledge of self, (C-III) attitudes towards careers or (C-IV) skills for decision-making. In fact, every aspect of the instructional approach can be applied to every concern of career education. The end result being CAREER DEVELOPMENT LEARNING UNITS that address particular concerns along a developmental continuum.

During the program planning phase a fourth model was adopted by the project staff to serve as a Curriculum Implementation Model (Figure 4). The model employed is composed of four (4) essential elements based upon a perceived need. The four (4) elements are:

Needs Assessment
Participation-Facilitation
Curriculum Design
Implementation Process

Career Education Curriculum Implementation Model

FIGURE 4



MURRAY H. FINLEY and ROBERT D. KREY, University of Wisconsin-Superior, 1974

This model represents a simplified system which can lead to a successful Career Education program. However, active participation by staff members in the total process of assessment, designing a plan of action, and implementing Career Education in the local school is a necessity.

IMPLEMENTATION

In response to the perceived need for career education, there are a number of critical preliminary stages that must be completed:

1. Naming of a Career Education Advisory Council.
2. Consideration of program and evaluation consultants.
3. Selection of person on district level to manage the program.
4. Establish management team.
5. Development of an operation and implementational plan.
6. Selection of target schools for Career Education plan.
7. Orientation of principals and administrative staff.

NEEDS ASSESSMENT

The Needs Assessment has been defined as:

"a tool which formally harvests the gaps between current results (or outcomes, products) and required or desired results, places these gaps in priority order, and selects those gaps (needs) of the highest priority for action, usually through the implementation of a new or existing curriculum or management process" (English & Fenwick, 1975, P.10). In order for a needs assessment to be valid or useful, it should include the educational partners of learners, educators, and community members in the process of defining gaps (needs). It should also include an external reference for gap determination, such as economic survival in the operational world to which the learner goes after legally exiting from our educational agencies (ibid., 1975).

At this point pilot schools should be chosen to implement the model. Total cooperation of building principals and all other staff members within the pilot schools is necessary.

The needs assessment program should include:

1. employment opportunities
2. projecting for employment possibilities in future
3. existing career education programs

4. existing vo-tech programs
5. research available
6. follow graduates employment records
7. list of outside agencies
8. attitudes towards career education

Even though career education is a collaborative effort involving the formal educational system, the home and family structure, and the business-labor-industrial-professional-government community; the classroom teacher remains crucial to the success of career education.

A. All Classroom Teachers Will:

1. Work towards helping each child understand and appreciate the career implications of the subject matter being taught.
2. Utilize career-oriented methods and materials in the instructional program, where appropriate, as one means of educational motivation.
3. Involve practical experiences through the use of community resources wherever appropriate and available.

B. Counseling and Guidance Personnel Will:

1. Help classroom teachers implement career education in the classroom.
2. Serve, usually with other educational personnel, as liason between the school and the business-industry-labor community.
3. Help students in the total career development process, including the making and implementation of career decisions.

4. Participate in part time and full-time job placement programs and in follow-up studies of former students.

C. Educational Administrators and School Boards Will:

1. Emphasize career education as a priority goal.

2. Provide leadership and direction to the career education program.

3. Involve the widest possible community participation in career education policy decision making.

4. Provide the time, materials, and finances required for implementing the career education program.

5. Initiate curriculum revision designed to integrate academic general, and vocational education into an expanded set of educational opportunities available to all students.

6. Offer inservice programs designed to provide staff with career education concepts, procedures and materials.

7. Develop a plan for implementing and evaluating for a curriculum integrated with career education.

PARTICIPATION - FACILITATION

After identifying learner needs in the existing system, the management team must work with parents, staff, and students in order to make desired changes. A thorough understanding of the need for career education and the implementation process is necessary to develop proper attitudes towards curricula change.

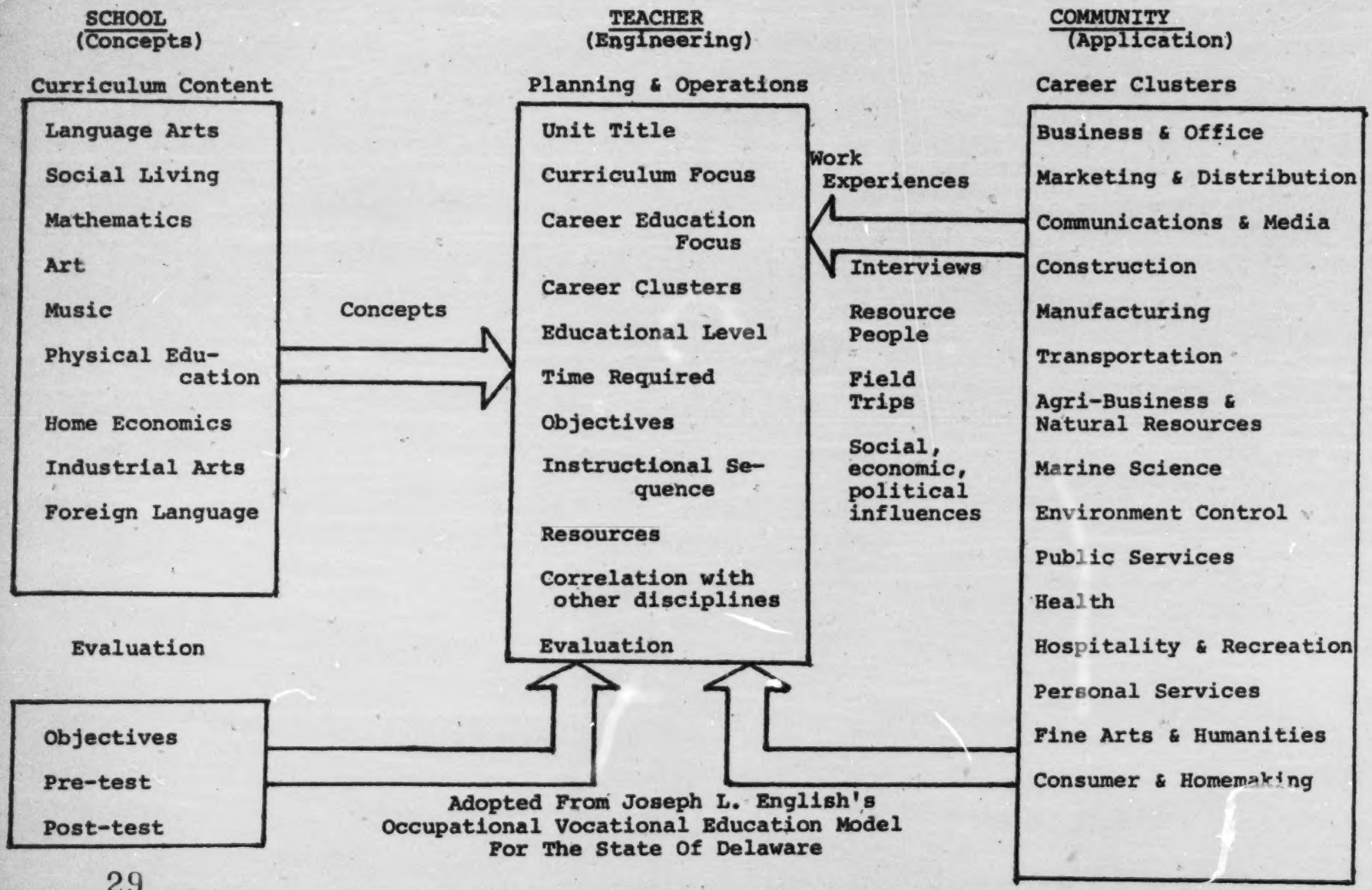
In addition, communication skills are needed to encourage a cooperative effort in re-designing the curriculum to better meet the needs of the community.

The Career Development Educational Model (Figure 3) will provide the broad framework for developing a set of learning experiences to facilitate career development in each individual district. Career Development Learning Units can be developed using the triad concept of school, teacher, and community. The approach, adopted from Delaware's Occupational-Vocational Education Model is graphically described in Figure 5 (English, J. 1973). This curriculum design concept uses occupational clusters as a data base for school activities.

The units are to be developed and tested by classroom teachers and they are intended to serve as guides and examples for teachers interested in developing career education units. The units relate classroom experiences to situations existing in the world of work and results in the development of meaningful school activities. The career cluster concept is used to increase student awareness of the wide variety of career opportunities available. This "cross discipline planning" approach will enable teachers to work together

CAREER DEVELOPMENT LEARNING UNIT

A TRIAD MODEL FOR DEVELOPMENT OF CAREER EDUCATION LEARNING UNIT
Figure 5



Adopted From Joseph L. English's
Occupational Vocational Education Model
For The State Of Delaware

in order to re-engineer the curriculum around a career development theme.

The SPACE Program addresses the need for a systematic, logical, rational process of designing a new system of education which will lead to career development for all individuals. The statement of philosophy, development of objectives and plan of implementation should be in harmony with the SPACE Program's planning models, but the individual delivery systems might vary from school to school.

IMPLEMENTATION PROCESS

To the greatest extent possible, initiation of comprehensive career education programs should be undertaken utilizing existing personnel and existing physical facilities. It is assumed that some staff members will be taking on different roles, but this should be accomplished with minimal disruption to the educational program.

PRODUCT

The System of Planned Activities in Career Education is designed to assist each local educational agency (LEA) in developing a comprehensive instructional system to facilitate career development for all students. Reading, writing, and arithmetic will always be the foundation upon which our educational system will be based. But, career education is a way to more effectively relate the textbook and classroom activities to the outside world.

In serving as a model for a consortium of school districts, broad goals are established for the area as a whole in order to best utilize existing resources and avoid duplication of efforts. Program flexibility is also desired since each LEA is responsive to its individual community needs. The SPACE Program provides such guidelines in adopting:

1) Conceptual Model - continuous program appraisal and adjustment.

2) Comprehensive K-12 Model - school-based model sequenced in three phases.

3) Educational Model - conceptual framework for developing sets of learning experiences.

4) Curriculum Implementation Model - simplified systems for program delivery.

5) Model For Career Development Learning Units - triad approach.

Each of the LEA's are already involved in a number of programs that encompass many career education concepts and the SPACE Model can provide the structure to coordinate these activities. It is the intention of the project to coordinate resources between the area technical school and the sending schools in order to better integrate things "academic" and things "vocational". Finally, the SPACE Program will serve each of the LEA's by providing a broader base for program development, operation, and evaluation.

The end result of the project is the development of sequential learning experiences that enhance career development for all students; and the infusion of these components into each school's present curriculum. The SPACE Program will work with each LEA to determine the most efficient means of accomplishing these goals without the massive infusion of new funds.

EVALUATION

Based on the two program objectives, several question must be asked:

OBJECTIVE 1. To create a meaningful, cooperative effort.....

A. Is each LEA continuing to work through SPACE Model to find the most feasible means of program implementation?

B. Has each LEA initiated curriculum revision that would include career development as an essential component?

C. Has data from regional surveys been used either collectively or by LEA's?

D. Does SPACE Model complement the work of Pennsylvania Department of Education's "Project 81"?

OBJECTIVE 2. To establish a system to serve as a model.....

A. Has Board of School Directors adopted a policy statement supporting Career Education?

B. Does SPACE Program Model provide adequate guidelines for each LEA, without undue restriction or change?

C. Has each LEA organized a management team with one person responsible for district operation?

D. Does SPACE Model enable each LEA to continue with existing programs while attempting to integrate these activities into a career development theme?

System of Planned Activities in Career Education

Five Year Plan

A. Phase I (January 1977-December 1977)

1. Develop System of Planned Activities in Career Education (SPACE) Model.
2. Board of School Directors adopts policy statement supporting career education.
3. Identify key personnel for district management team.
4. Maintain existing career education programs.
5. Organize Career Education Advisory Council.
6. Develop plan for implementing career education.
7. Initiate needs assessment study.
8. Explore state and federal funding sources.
9. Establish a budget for Phase II operations.
10. Orient administrators, counselors, teachers, parents, and students to career education concepts.
11. Provide visitation experience for district management team.
12. Initiate plans for Career Education Service Center.
13. Evaluate program effectiveness to date.

B. Phase II (January 1978-December 1978)

1. Maintain selected Career Education activities.
2. Establish/identify pilot program in an elementary school.
3. Conduct in-service programs for teachers at pilot school and guidance counselors.

B. Phase II (January 1978-December 1978) Continued

4. Provide visitation and workshop experience for teachers and counselors involved in pilot programs.

5. Develop regional follow-up survey for students leaving school.

6. Initiate curriculum revision to integrate academic, general, and vocational education.

7. Develop program model for Career Education Service Center.

8. Evaluate program effectiveness to date.

9. Adopt budget.

C. Phase III (January 1979-December 1979)

1. Maintain selected Career Education activities.

2. Implementation of Career Education in all elementary schools.

3. Conduct in-service program for teachers of each elementary school and several teachers from a middle/junior high school for pilot study.

4. Provide visitation and workshop experience for pilot study teachers and counseling staff.

5. Begin operation of Career Education Service Center.

6. Evaluate program effectiveness.

7. Adopt budget.

D. Phase IV (January 1980-December 1980)

1. Maintain selected Career Education activities.

2. Implementation of Career Education in all elementary schools.

D. Phase IV (January 1980-December 1980) Continued

3. Conduct in-service program for middle/junior high school teachers and several teachers from high school on pilot basis.

4. Implementation of Career Education in all middle/junior high schools.

5. Provide visitation and workshop experience for (H.S.) pilot study teachers and counseling staff.

6. Maintain Career Education Service Center.

7. Evaluate program effectiveness.

8. Adopt budget.

E. Phase V (January 1981-December 1981)

1. Maintain selected career education activities.

2. Implementation of Career Education in all elementary schools.

3. Implementation of Career Education in all middle/junior high schools.

4. Conduct in-service program for high school teachers.

5. Implementation of Career Education in all high schools.

6. Provide visitation and workshop experience for pilot study teachers and counseling staff.

7. Maintain Career Education Service Center.

8. Evaluate program effectiveness.

9. Adopt budget.

System of Planned Activities in Career Education

Short Range Plan

Phase I (January 1977-December 1977)

1. Develop System of Planned Activities in Career (SPACE) Model.

   The program model will serve to guide each LEA to work cooperatively towards integrating career education components into the existing curriculum across all grade levels. The coordination of resources will help maximize program effectiveness while minimizing costly duplication of services.

2. Adopt policy statement supporting Career Education.

   It is important that the School Directors publically express their support for career education since the involvement of community will be essential at every phase of development. The Board's support represents a degree of community consensus.

3. Identify key personnel for district management team.

   Finding the right people to provide leadership in devising career education strategies is essential.

On the district level a Director and a Coordinator are suggested - refer to position description.

The management team is comprised of staff from a variety of backgrounds and experiences - refer to position description.

A Career Education Specialist will work with all schools in the regional area. Consulting services that could provide expertise in curriculum re-design, in-service training, and evaluation procedures shall be coordinated through the Career Education Specialist.

4. Maintain selected career education programs.

Special consideration for evaluating the effectiveness of each program.

5. Organize Career Education Advisory Council.

Such a council is comprised of representatives from the formal education system, from the student body, from the Board of School Directors, from the business-labor-industry-professional community, and from the home and family structure. It should be empowered and encouraged to formulate and recommend policies to the school board with respect to such matters as use of community resource persons in the classroom, field trips, work experience

opportunities, use of community resources for career education, and placement.

Members should be appointed for a term of three years with staggered terms to assure experienced council personnel and provide new members bringing new ideas. Members should be appointed by the Board from a list of nominees presented by the superintendent and the district management teams.

Career Education Advisory Council

Objectives

1. To join together, where possible, the efforts and resources of business, education, government, and labor to assure youth from the Central Montgomery County School area a fair and unbiased interpretation of the American enterprise system.
2. To encourage realistic career development and decision making for all students, and where possible to support them in becoming effective participants in our social and economic systems.
3. To provide an avenue of mutual cooperation so that business, education, labor, and government can utilize the technology and first-hand experience of each other.
4. To promote career education activities whenever possible and to support program which accord equal status to all forms of continuing education.

5. To develop plans and programs to explain the American enterprise system and "the role business plays in our society" for members of the public.

6. Develop plan for implementing Career Education.
   This plan is to be developed by the management team with the approval of the Advisory Council.

7. Initiate needs assessment study.

8. Explore federal and state funding.

   The responsibility of seeking district level funding rests with the management team while the Career Education Specialist will seek funding through the regional unit.

9. Establish a budget for Phase II operation.

   Consideration should be given to:
   1. released time for teachers;
   2. reimbursement for teacher work during the summer;
   3. expansion of teachers' education by arranging work experiences in the community;
   4. hardware and software for Media Center
   5. printing of new curriculum materials
   6. coordinating community resource list
   7. developing Career Education Service Center to utilize existing expertise for
      a. curriculum materials
      b. community resources
      c. information exchange
      d. consultant services for curriculum re-design
   8. visitations, workshops and in-service costs
   9. needs assessment and evaluation

10. Orient administrators, counselors, teachers, parents, and students to career education concepts.

11. Provide visitation experience for district management team.
    Time and money should be provided for the management team to visit districts that have career education programs in operation.

12. Initiate plans for Career Education Service Center.

Career Education Service Center is:

an external system providing external resources that can help local personnel gain competencies necessary for designing, organizing, and operating a program tailored to meet local needs. The Career Education Service Center can serve the very important coordinating and supporting functions which facilitate effective and efficient cooperation among local districts, regional and state agencies.

POSITION DESCRIPTION

DISTRICT DIRECTOR OF CAREER EDUCATION

A. INTRODUCTION

The Director of Career Education is responsible for the development and administration of the educational program on the district level.

The Director of Career Education should be an Assistant Superintendent reporting directly to the Superintendent. This individual meets regularly with the Directors of the other LEA's and is the decision maker and leader in the districts career educaticn effort.

B. DUTIES AND RESPONSIBILITIES

The principal duties are:

1. To serve as decision maker and leader in career education effort.
2. To act in an advisory capacity, providing evaluation and feedback to local administration, staff and community.
3. To keep Board of School Directors advised as to the status of career education program.
4. To coordinate selection and operation of Career Education Advisory Council from the district level.
5. To coordinate the development and operation of a district management team.
6. To seek to identify federal, state and local funding for career education.

POSITION DESCRIPTION

DISTRICT COORDINATOR OF CAREER EDUCATION

A. INTRODUCTION

The Coordinator of Career Education is responsible for operation and implementation of the career education program on the district level.

The Coordinator of Career Education should be a part-time responsibility (.50) with the individual reporting directly to Director of Career Education.

B. DUTIES AND RESPONSIBILITIES

The principal duties are:

1. To implement career education program on the district level.
2. To provide feedback to local administration, staff and community.
3. To promote intra-district communication.
4. To work with Career Education Advisory Council.
5. To direct the operation of the management team.
6. To assist in planning and preparation for in-service.
7. To coordinate the development of the district management plan for implementing Career Education into the curriculum K-12.

POSITION DESCRIPTION

DISTRICT MANAGEMENT TEAM

A. INTRODUCTION

The members of the management team are drawn from a sampling of the professional staff, representing various disciplines. These individuals express an interest in career education and further demonstrate expertise in a particular area.

The member of the management team will report to and meet with the Coordinator of Career Education on a regular basis.

B. DUTIES AND RESPONSIBILITIES

The principal duties are:

1. To develop district management plan for implementing Career Education into the curriculum K-12.
2. To aid in the evaluation, revision and re-development of curriculum.
3. To act as a resource person for teachers interested in exploring career education activities.
4. To explore methods for integrating career education components into existing curriculum.
5. To meet on a regular basis to evaluate the effectiveness of the career education program.

POSITION DESCRIPTION

CAREER EDUCATION SPECIALIST

A. INTRODUCTION

The Career Education Specialist is responsible for the development and implementation of the System of Planned Activities in Career Educatica (SPACE) on the regional level.

The Career Education Specialist reports directly to the assistant superintendents of the public school districts, the principals of the non-public schools and the assistant director of the technical school.

B. DUTIES AND RESPONSIBILITIES

1. To assist each LEA in developing Career Education skill sequence through teacher workshop and in-service programs.
2. To assist each LEA in developing needs assessment, implementation design and evaluation procedures.
3. To facilitate inter-district communication.
4. To organize and direct Career Education Adv.sory Council for the regional area.
5. To design and coordinate SPACE Program model for regional unit.
6. To serve as liasion person between business community and regional unit.
7. To seek federal, state and local funds for career education trhough the regional unit.
8. To coordinate program evaluation and revision.
9. To act as a resource person to district coordinators and management teams.

GLOSSARY

Career: The totality of work one does in his or her lifetime.

Career Clusters: Groups of individual jobs arranged into manageable clusters. Clustering jobs should meet four requirements:

1) includes all jobs in the Dictionary of Occupational Titles.

2) contain logical career ladder.

3) should be related to an identifiable group of employers.

4) be enduring over a period of time

The U.S. Office of Education has developed a cluster scheme consisting of 15 career clusters, which are:

Construction Occupations Cluster
Manufacturing Occupations Cluster
Transportation Occupations Cluster
Agri-Business and Natural Resources Occupations Cluster
Marine Science Occupations Cluster
Environmental Occupations Cluster
Business and Office Occupations Cluster
Marketing and Distribution Occupations Cluster
Communications and Media Occupations Cluster
Hospitality and Recreation Occupations Cluster
Personal Service Occupations Cluster
Public Services Occupations Cluster
Health Occupations Cluster
Consumer and Homemaking Occupations Cluster
Fine Arts and Humanities Occupations Cluster

Career Development: A life-long learning process beginning in early childhood and continuing throughout the adult years. Career education is an attempt on the part of the schools to aid young persons in acquiring values, knowledge, and skills which will help lead to effective vocational behavior.

Career Education: The total effort of public education and community aimed at helping all individuals to become familiar with the values of a work-oriented society: to integrate these values into their lives in such a way that work becomes possible, meaningful and satisfying to each individual.

Career Education Service Center: An external system providing external resources that can help local personnel gain competencies necessary for designing, organizing and operating a career education program tailored to meet local needs. The Center operates to serve a consortium of districts.

Community Education: It is an educational philosophy that enlarges and enhances the role of the public school. Education is no longer interpreted to mean formal types of classes, but any experience leading to the more successful handling of experiences. The school, however, does not become all things to all people. It attempts to recognize the needs of the community and to act as the coordinator, facilitator, or initiator to see that these needs are met. The school plays a catalytic role, serving an organizing function.

Community Learning: Redefining the curriculum in terms of the actual skills which we expect children and young people to achieve, and marshalling the resources of the entire community in the development of those skills.

Community School: It is the vehicle by which many services of community education are delivered. The community school becomes the device through which community needs are matched with community facilities and programs developed either by the schools or by other agencies and groups within the community.

Cross Discipline Planning: An approach to curriculum revision which permits the various areas to interact with and relate to each other in an organized way.

Education: The totality of activities and experiences through which one learns. While it includes "schooling" it extends beyond the formal educational system.

Employment: Time spent in paid work or indirectly paid work such as homemaking.

Infusion: Attempts within the formal system of Education, to make education, as preparation for work, both a prominent and a permanent goal of all who teach and of all who learn.

Job: A group of similar positions requiring some similar attributes in a single organization. Jobs are task-, outcome-, and organization-centered.

Labor: Productive work for survival or support, requiring physical or mental effort.

Leisure: Consists of activities, other than sleeping, in which one engages when not performing in his or her vocation.

Occupation: One's primary work role in the world of paid employment.

Occupational Education: All those activities and experiences through which one learns to work in the world of paid employment.

Vocation: One's primary work role at any given point in time.

Vocational Education: All those activites and experiences through which one learns about a primary work role.

Work: Conscious effort aimed at producing benefit for oneself and/or oneself and others.

APPENDICES

A MODEL OF CHILD DEVELOPMENT

Before one can settle on a model of career development for school-age children, one must decide on a model of child development. The model presented as an illustration is adopted from Tuckman's work for the New Jersey Department of Education (1965). The Technology for Children Program (T4C) which is the K-6 level of the New Jersey Governor's Career Development Program has been in operation for over 10 years and many career education programs from across the country have adopted this model.

The model suggests four basic stages of development which recycle more than once. The model is supplemented by the work of Erikson (1950),Piaget (1932; Piaget and Anhelder, 1969, and Ginzberg (et al., 1951).

Stage	Grade Range	Age Range	Major Orientation Toward	Ginzberg	Erikson	Piaget	Necessary for Progression
1) unilateral dependence	K-1	5-6	External control; external criteria for evaluating behavior (need: being secure)	Fantasy	Trust vs. Mistrust (What are the rules?)	Preoperational thought --- Moral realism	(1)permission to oppose authority (2)trust (3)opportunity for independence
2) negative independence	1-2	6-7	Opposition to external control; focus on self and internal control (need: doing it my way)	Fantasy	Autonomy vs. shame, doubt (Am I my own master?)	Preoperational Concrete operations --- Heteronomy	(1)autonomy (2)freedom to set own standards (3)encouragement to socialize
3) conditional dependence	2-3	7-8	Concern with pleasing others, empathy, and developing social standards (need: being accepted)	Fantasy	Initiative vs. guilt (What do my peers expect of me?	Concrete Operations --- Mutual respect	(1) acceptability by peers (2) successful interaction and play experiences (3) opportunity to expand learning
4) interdependence	4	9	Increased independence from adults and reliance on self and past experience; others used as source of information (need: exploring)	Fantasy	Industry vs. inferiority (What am I capable of?)	Concrete Operations --- Intentionality	(1)information rich environment (2)freedom to search (3)new challenges

Figure A. Chart of the four primary stages of child development

Stage	Grade Range	Age Range	Major Orientation Toward	Ginzberg	Erikson	Piaget	Necessary for Progression
5)external support	5-6	10-11	Approval by external sources need for external anchors to guide behavior	Tentative (Interests)		Concrete Operations	(1)support by external agents (2)independence without threat
6)self-determination	7-8	12-13	Being able to exercise control over one's fate; need for a sense of self	Tentative (Capacities)	Identify vs. Role diffusion (Who am I?)	Concrete Operations Formal Operations	(1)Opportunity to decide on one's own behavior (2)Freedom to challenge authority and tradition (3)Encouragement to relate
7)mutuality	9-10	14-16	Being able to establish meaningful relationships with others; need for social norms and acceptance	Tentative (Values)	Intimacy vs. Isolation (Who are we?)	Formal Operations	(1)Establishment of relationships (2)Peer group identity (3)Desire and support to learn and grow
8)autonomy	11-12	17-18	Being able to learn and produce; need to understand and be creative	Tentative (Exploration)	Generativity vs. Stagnation (What can I become?)	Formal Operations	(1)Opportunity for productivity without social restraint (2)Stimulation (3)A new Challenge

Figure B. Charts of the Four Middle-Secondary Stages of Child Development

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